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ABSTRACT

The reported study attempted to determine for program planners the felt training needs of adult basic education (ABE) directors and teachers in Texas. The questionnaire (appended) was prepared at Texas A and M University and revised after review and field-testing. Of 1,900 questionnaires mailed, approximately half were completed and returned; the questions were cross-tabulated and the data analyzed by computer. The report is largely comprised of tables, representing five major data areas: (1) biographical data of local ABE program staff, (2) local program information, (3) student-related information, (4) inservice training needs, and (5) higher education-related services. Among implications drawn from the data are these: Most ABE staffers, although educated beyond the bachelor's degree, have not received any adult education training; they are dedicated, but uncertain about their roles, concerned about testing procedures, and wish to spend more time teaching. Many directors are not in the program by choice. Participation in inservice training is widely discrepant; a significant number of those who have participated were dissatisfied. Both teachers and directors have definite feelings about their specific training needs, which should be met quickly. There are also indications of a need for adult education training at the undergraduate level. (AJ)

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ED117407

FELT NEEDS FOR TRAINING BY ADULT BASIC EDUCATION ADMINISTRATORS AND TEACHERS IN TEXAS

A STUDY CONDUCTED BY TEXAS A&M UNIVERSITY IN COOPERATION WITH THE DIVISION OF ADULT AND CONTINUING EDUCATION, TEXAS EDUCATION AGENCY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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September, 1972

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ACKNOWLEDGEMENTS

The contents of this report are the results of a cooperative effort by a large number of individuals in Texas. If there are any noticeable shortcomings, they were the result of the questionnaire, which, after several revisions, was still far from perfect. However, this effort, we hope, was the first of many which will further the endeavor to improve the training and development of adult basic education staff members at all levels of the program.

We wish to express our gratititude to all of the local directors and teachers who completed and returned the questionnaires. In addition, a note of appreciation is due the staff members of the Division of Adult and Continuing Education, Texas Education Agency, who gave technical assistance and moral support to our endeavors.

The Adult Education Program Staff

Texas A&M University

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*(one-way travel)

I. INTRODUCTION

The training and upgrading of professional and paraprofessional personnel is a never-ending task in Adult Basic Education (ABE). New ideas, concepts, and skills in administration and teaching must be imparted to those who have accepted the task of enabling others to reach their goals in education. In addition, the development of new programs, the growth of on-going programs, and the turnover of personnel demand that continuous training needs be fulfilled constantly for the adult education staff members throughout the state.

In order to provide quality training programs, one must know the training needs of the clientele to be trained. One of the first steps in this endeavor is to determine what people feel their needs really are. Through their teaching experiences, in what kinds of activities do they perceive a need for more assistance?

This report is an attempt to accomplish the task of determining the felt training needs of adult basic education (ABE) directors and teachers in Texas. It is not a finished product -- it is a beginning of an endeavor which must be continuous (in a variety of ways) in order to be effective and meaningful. Hopefully, the report will provide useful data to all of those who will be planning and implementing training activities and programs in adult education. This was the purpose of the project.

II. METHODOLOGY

The Questionnaire

The initial questionnaire was prepared by the adult education staff members at Texas A&M University. Several relevant studies were reviewed, including a number of state ABE evaluation reports which have been completed during the past few years. From these reports, an initial set of 100 questions was selected and/or developed for review.

After several revisions, the staff finally settled upon approximately 30 questions which were to be subjected to further review with members of the Division of Adult and Continuing Education, Texas Education Agency. From this review, the number of questions was somewhat reduced again.

The final copy of the questionnaire was developed after a field-test with ABE directors and teachers in Conroe, Texas. The comments and suggestions of the field-test group were incorporated into the final revision which was utilized in collecting the data presented in the following pages.

Data Collection

The study questionnaires were mailed out in April, 1972, to the local ABE directors for distribution to each local staff member. Each potential respondent received a questionnaire, a return-self-addressed stamped envelope, and a return postcard. The postcard was included in an attempt to develop a mailing list while at the same time, enabling

the participants' responses on the questionnaire to remain anonymous. After one month, those programs from which no response had been received, were contacted by letter once again. In most cases, the local program director indicated that he had not received the initial package of questionnaires. Therefore, another set was sent to him. After May 31, 1972, no responses were included in the data analysis. The number and percentage of responses are shown in Table 1.

TABLE 1: NUMBER AND PERCENTAGE OF QUESTIONNAIRES RETURNED IN THIS STUDY. (N = 1900)

	Number of Questionnaires	Number of Returns	Percent Return
Administrators	200	105	52.5
Teachers	1700	775	45.6
TOTAL	1900	880	46.0

Data Analysis

The data from each returned questionnaire were transferred to computer cards by keypunching for analysis purposes. In the analysis, each question was cross-tabulated with every other question. From this tabulation, the staff then selected those question-response items which seemed to be most important in relation to the purpose of the study. Priority selection of responses was necessary due to the fact that more data were available than could be utilized without making the final product too cumbersome for the reader.

III. CONTENT

The content of the study has been presented mostly in the form of tables. The nature of the data dictated this type of presentation in order to illustrate, as clearly as possible, how the participant respo ded to the study questionnaire. In some cases, responses to both questionnaires -- teacher and administrator -- are shown concurrently when the same question was asked on both. In other instances, respons from only one questionnaire are presented.

Certain questions were analyzed by Cooperative Area Manpower Prog (CAMPS) areas because a member of the Texas Education Agency staff is assigned as a consultant to each area. Therefore, each consultant can determine, in many instances, what the training needs are in his speci area(s) and, hopefully, can plan the ABE training in his respective ar accordingly. The code for interpreting the CAMPS areas is found in Appendix I.

This section has been divided into five major content areas. The five were based upon the project staff's interpretation of the questio naire responses and data analysis.

A. Biographical Data of Local ABE Program Staff

Age and Sex

The age and sex of the ABE teachers were cross-tabulated and have been presented in Table 2. It was gratifying to note that of those teachers who responded to the questionnaire, about one-half were men.

Some of the evaluation reports from other states indicated that a substantial majority of the ABE teachers was female.

TABLE 2: AGE BY SEX OF ADULT EDUCATION TEACHERS. (N = 752)

Age	Number of Men	Number of Women	Total	% of N
15-22	9	16	25	3.3
23-30	108	87	195	25.9
31-38	89	55	144	19.1
39-46	68	72	140	18.6
47-54	45	65	110	14.6
55-62	25	57	82	10.9
63-70	9	30	39	5.2
71-78	6	8	14	1.9
79-86	1	2	3	.4
Total	360	392	752	100.0

As seen in Table 2, almost one-half of the Adult Education teacher-respondents were 38 years of age or under. Men teachers were somewhat more numerous in the younger age groups but their numbers declined as the age-ranges became higher. It is also interesting to see that 17 percent of the respondents were over 54 years of age. (This should be evidence that the ABE program in Texas does not discriminate because of age.)

Data pertaining to the age and sex of the local ABE directors are shown in Table 3. Men were much more numerous in the position of local directors. In addition, most male directors were between 31 and 54 years of age, while most female directors were between 39 and 62 years of age. This would indicate that of those who participated in the study, directors were somewhat older than teachers in the ABE program in Texas. Three directors did not complete these categories on the questionnaire and are not included in the table.

TABLE 3: AGE BY SEX OF ADULT EDUCATION DIRECTORS. (N = 103)

Age	Number of Men	Number of Women	Total	% of N
23-30	9	3	12	11.7
31-38	18	2	20	19.4
39-46	22	5	27	26.2
47-54	19	3	22	21.4
55-62	13	5	18	17.5
63-70	3	0	3	2.9
71-78	1	0	1	0.9
Total	85	18	103	100.0

The age of the ABE teachers by CAMPS areas is presented in Table 38 in Appendix II. In reviewing all the data presented, the reader should note that less than one-half of the total population responded to this study.

Educational Level

The level of education attained by the teachers is illustrated in Table 4. Ten percent of the respondents had less than a Bachelor's degree while 23 percent had acquired education beyond the Master's degree level. It was assumed that at least part of those with Doctorates were retired college teachers.

TABLE 4: THE LEVEL OF FORMAL EDUCATION ATTAINED BY ADULT EDUCATION TEACHERS. (N = 773)

Level of Education	Number	% of N
High School	19	2.5
Some College	64	8.3
Bachelor's degree	144	18.6
Bachelor's degree +	273	35.3
Master's degree	97	12.5
Master's degree +	165	21.3
Doctor's degree	11	1.5
Total	773	100.0

Table 39 presents the same data tabulated by CAMPS areas in Appendix II.

The education levels of the directors, shown in Table 5, are impressive. Over one-half of the directors have enrolled in formal education courses beyond the Master's degree. It is known that some

directors are pursuing a doctorate, but the exact number is not known.

TABLE 5: THE LEVEL OF EDUCATION ATTAINED BY ADULT EDUCATION DIRECTORS. (N = 106)

Level of Education	Number	% of N
Some College	2	1.9
Bachelor's	10	9.5
Bachelor's +	21	20.0
Master's	11	10.4
Master's +	61	57.3
Doctor's	1	0.9
Total	106	100.0

As seen in Table 6 most ABE directors have a graduate-level major in elementary or secondary education. Most of the respondents in the category "other," indicated that they are working toward a graduate degree at the present time. Of those who did not respond to the question, it can only be assumed that they have not completed any graduate work or did not wish to identify their majors.

Ethnic Origin

The ethnic origin of the adult education teachers who participated in the study is presented in Table 7.

TABLE 6: GRADUATE MAJOR OF ADULT EDUCATION DIRECTORS. (N = 106)

Majors	Number	% of N
Elementary and/or Secondary Education	48	45.3
Vocational Education, Educational Administration	7	6.6
Liberal Arts	6	5.7
Sociology, Psychology	5	4.7
Pure Science	2	1.9
Foreign Language	1	0.9
Other	11	10.4
No Response	26	24.5
Total	106	100.0

TABLE 7: ETHNIC ORIGIN OF ADULT EDUCATION TEACHERS. (N = 761)

Ethnic Group	Number	Percent
Anglo-American	399	52.4
Mexican-American	199	26.1
Black-American	145	19.1
American Indian	2	0.3
Other	16	2.1
Total	761	100.0

It was gratifying to note that about one-half of the teachers were from minority groups. It was also interesting that 16 teachers indicated their ethnic background was different from the four categories listed in the table.

In Table 8, the ethnic origin of the adult education directors who responded is shown.

TABLE 8: ETHNIC ORIGIN OF ADULT EDUCATION DIRECTORS. (N = 106)

Race	Number	% of N
Anglo-American	72	68.0
Mexican-American	17	16.1
Black-American	12	11.3
American Indian	1	0.9
Other	3	2.8
No response	1	0.9
Total	106	100.0

The percentage of Anglo-American directors was somewhat higher than the percentage of teachers. Three respondents again indicated a different ethnic origin from those indicated and one apparently could not decide.

The level of formal education attained by the teachers by ethnic origin is presented in Table 9.

TABLE 9: THE LEVEL OF EDUCATION ATTAINED BY ADULT EDUCATION TEACHERS BY ETHNIC ORIGIN

Level of Education	Anglo American	Mexican American	Black American	American Indian	Other
High School	5	14	0	0	0
Some College	26	25	10	1	1
Bachelor's	64	60	17	0	2
Bachelor's +	141	77	41	1	7
Master's	59	6	27	0	1
Master's +	96	16	48	0	4
Doctor's	8	1	2	0	1
Total	399	199	146	2	16

All groups show representation at each level. However, over one-half of the Black-American teachers have acquired education at the Master's degree level or above, a very commendable percentage.

B. Local Program Activities and Information

An attempt was made to determine why teachers and administrators participate in the ABE program. The data from teachers who responded to the question are given in Table 10.

Most teachers responded that they felt they were needed in the adult education program and that they were interested in and enjoyed working with adults. The fact that some stated they were working

TABLE 10: WHY TEACHERS TEACH ADULTS. (N = 773)

Reason	Number	% of N
a. Fulfill an existing need (to help)	177	22.9
b. Interested in teaching adults	133	17.2
c. Enjoy working with and teaching adults	126	16.3
d. Financial reward	82	10.6
e. Asked to take this job by Supervisor	66	8.5
f. Challenge of teaching adults	48	6.2
g. Broaden my educational scope	38	4.9
h. Only position available	15	1.9
i. Other	51	6.6
j. No response	37	4.8
Total	773	100.0

for the financial reward or because they were asked to work by their supervisor, indicates the objectivity of the teachers' responses. A few considered adult teaching as a challenge to their abilities. About five percent apparently did not know why they were in the adult education program.

Table 11 contains the reasons teachers are teaching adults cross-tabulated with their age-ranges. To some extent, older teachers seemed to find self-satisfaction from teaching adults more than younger teachers. However, the youngest age group had only one teacher who indicated that financial reward was the main reason for teaching adults.

Data pertaining to the reasons why local directors are in the adult education program are presented in Table 12. The largest category of responses indicates that many local directors were assigned or appointed or that this job was also a part of their regular public school position. Again, the objectivity of their responses is commendable. However, others seemed to feel their interest in and enjoyment of working with adults to be their most important reason for being an adult education director. Twelve percent apparently were not certain of their reason for being in the adult education program.

Adult Education Program

One current conception of the adult education program is that it is a part-time endeavor. Table 13 supports this contention to a great extent. In the table, "part time" refers to less than five hours per day as contrasted to the regular classroom day in the

TABLE 11: REASONS FOR BECOMING AN ADULT EDUCATION TEACHER BY AGE LEVELS. (N = 758)

Reason		Age Levels								
	N	15-22	23-30	31-38	39-46	47-54	55-62	63-70	71-78	79-86
1 Fulfill an existing need	175	6	34	39	37	25	20	9	4	1
2 Interested in teaching adults	127	2	28	25	30	22	13	4	2	1
3 Enjoy working and teaching	124	5	43	18	23	16	9	8	1	1
4 Financial reward	78	1	29	20	13	10	4	1	0	0
5 Asked by Supervisor	67	5	14	12	11	6	13	5	1	0
6 Challenge of teaching adults	47	2	15	9	6	8	6	0	1	0
7 Broaden my educational scope	37	2	12	7	4	7	4	1	0	0
8 Only position available	15	0	6	3	1	2	3	0	0	0
9 Other	51	0	11	6	5	11	8	7	3	0
10 No response	37	2	7	5	11	4	2	4	2	0
Total	758	25	199	144	141	111	82	39	14	3

TABLE 12: REASON FOR BECOMING AN ADULT EDUCATION DIRECTOR. (N = 106)

Reason	Number	% of N
Due to position in administration appointment; assignment	38	35.9
Enjoy working with and teaching adults; helping people to help themselves	20	18.9
Interested in teaching adults	9	8.4
Fulfill an existing need; to help the adult	9	8.4
Financial reward, accident, opportunity	7	6.6
Broaden my educational scope, challenge	4	3.7
Other	6	5.7
No response	13	12.4
Total	106	100.0

public school. Responses of the directors show that seventy-five percent of the programs are primarily part-time. Of the remaining twenty-two programs, it is not known how many full-time teachers are employed. The "no response" category is somewhat confusing. It was anticipated that, in most cases, if a program employed part-time teachers, there would be no response in the full-time category. In addition, some directors did not respond to the question at all. It would also be interesting to determine which program, according to the responses, had 50 to 59 full-time teachers.

TABLE 13: NUMBER OF FULL-TIME AND PART-TIME TEACHERS AS INDICATED BY ADULT EDUCATION DIRECTORS. (N = 106)

Size of Program (Number of Teachers)	Programs with Part-time Teachers	Programs with Full-time Teachers
1-9	50	17
10-19	5	3
20-29	6	1
30-39	4	0
40-49	1	0
50-59	0	1
60-69	1	0
70-79	0	0
Over 79	2	0
No response	37	84
Total	106	106

Knowing that some programs had a number of volunteer adult education teachers, the project staff attempted to determine, as accurately as possible, the extent of volunteer work in ABE in Texas. Despite the fact that not all teachers responded to the questionnaire, the reader can obtain some idea as to this situation from Table 14. Although 146 teachers work some time without pay, it is anticipated that some overlap does occur over the two categories. In other words, some teachers are paid for part of their time and are therefore included in both categories.

TABLE 14: AVERAGE NUMBER OF PAID AND NON-PAID HOURS ADULT EDUCATION TEACHERS WORK PER WEEK

Number of Hours per week	Teachers Paid	Teachers not Paid
1 - 5	448	125
6 - 10	178	19
11 - 15	24	1
16 - 20	11	1
21 - 25	8	0
26 - 30	12	0
31 - 35	12	0
36 - 40	19	0
Over 40	3	0
Total	715	146

Table 40 in Appendix II, gives an analysis of the paid and non-paid hours worked by teachers by CAMPS areas. In Table 40, CAMPS-area 1 had a substantial number of volunteer teachers, some of which spent 6-10 hours per week in the adult education program. Two teachers worked over 10 hours per week for no pay.

The amount of instruction students receive per month is shown in Table 15.

TABLE 15: AMOUNT OF INSTRUCTION PER MONTH STUDENTS RECEIVE AS INDICATED BY ADULT EDUCATION DIRECTORS. (N = 106)

No. of Hours	No. of Directors	% of N
1 - 5	1	0.9
6 - 10	9	8.4
11 - 15	7	6.6
16 - 20	42	39.9
21 - 25	15	14.1
26 - 30	3	2.8
31 - 35	5	4.7
36 - 40	1	0.9
Over 40	16	15.1
No response	7	6.6
Total	106	100.0

In over one-half of the local programs adult education students receive 16-25 hours of instruction per-month. Two rather surprising facts about the data are that of those programs included in the study, 15 percent offered more than 40 hours of instruction per month while about 10 percent offered less than 10 hours. These could have been programs with special circumstances, but the question did not allow for an explanation.

Local staff members were asked how they spent their time in the adult education program. Tables 16 and 17 contain the information.

TABLE 16: TEACHERS' PERCEPTION OF HOW THEIR TIME IS SPENT IN THE ADULT EDUCATION PROGRAM.

How Time is Spent	Percent of Time							
	Total	0	1-9	10-19	20-29	30-39	40-49	50&over
Testing students for placement	701	365	231	93	6	3	3	0
Testing students for advancement	705	373	210	107	10	3	2	0
Selecting materials	694	149	210	263	45	14	7	6
Office duties	693	308	254	104	15	3	5	4
Follow-up of graduates	701	539	132	18	2	2	1	7
Teaching	690	23	6	14	26	26	94	501
Counselor	693	354	183	127	14	4	8	3
Recruitment of students	703	372	200	104	16	2	4	5

TABLE 17: DIRECTORS' PERCEPTION OF HOW THEIR TIME IS SPENT IN THE ADULT EDUCATION PROGRAM. (N = 84)

How Time is Spent	Percent of Time					
	1-9	10-19	20-29	30-39	40-49	50&over
Testing students for placement	62	19	3	0	0	0
Testing students for advancement	69	14	1	0	0	0
Selecting materials	33	37	8	1	4	1
Office duties	20	21	12	8	10	13
Follow-up of graduates	76	8	0	0	0	0
Teaching	58	7	2	1	4	12
Counselor	55	19	4	2	2	2
Recruitment	33	38	5	1	4	3
Other	55	17	6	2	0	4

In Table 16, it was interesting to note that although most teachers seemed to spend some time in most of the areas indicated, a surprising number spent less than one-half of their time teaching. In fact, 47 teachers spent less than 20 percent of their time teaching whereas 500 teachers spent less than 10 percent of their time counseling.

According to Table 17, office duties seemed to require some time for the local directors, but 12 indicated they teach more than 50 percent of the time. This is based upon 100 percent of time spent in the adult

education program. In addition, testing (for placement and advancement) and recruitment also required some of the directors' time. The categories listed did not cover all of the duties or activities of the directors as shown by the "other" category. Of the twenty-two directors who did not respond to the question, it can only be assumed that they did not wish to estimate how their time is spent or they did not know.

Class Size

Occasionally there is some speculation as to whether the age of the teacher has any influence upon class size. As seen in Table 18, although teachers in the lower age ranges seem to have had a greater number of the larger classes, the age of the teacher appears to have had no significant difference in relation to class size.

The size of class by CAMPS areas is presented in Table 41 in Appendix II. In comparison to the total number of classes found in each area, none of the CAMPS areas appeared to have a monopoly on large or small classes. The reader must also remember that in some areas, the classes were taught by volunteer teachers (see Table 14).

C. Student Related Information and Attitudes

Information Desired About the Student

Adult Education teachers were asked to indicate what they felt was most important to know about their students.

TABLE 18: AVERAGE SIZE OF ADULT EDUCATION CLASS BY AGE LEVEL OF THE TEACHERS. (N = 713)

Average Number of Students	Age Level of Teachers									
	N	15-22	23-30	31-38	39-46	47-54	55-62	63-70	71-78	79-86
1 - 5	53	6	9	8	6	9	8	4	2	1
6 - 10	207	6	57	38	39	31	24	8	4	0
11 - 15	228	2	64	50	45	27	24	13	2	1
16 - 20	100	3	27	19	17	17	9	6	1	1
21 - 25	51	2	7	12	10	10	7	3	0	0
26 - 30	36	1	16	4	9	2	3	0	1	0
31 - 35	7	0	3	1	2	1	0	0	0	0
36 - 40	10	0	6	0	1	1	2	0	0	0
Over 40	21	0	7	0	5	4	3	1	1	0
Total	713	20	196	132	134	102	80	35	11	3

As shown in Table 19, teachers want to know why the student enrolled, what he most needs or wants to learn, and what his educational background may be. They were less interested in his attitudes and values, retention, and in identifying his learning ability level. However, almost 20 percent did not determine exactly what they felt was most important to know concerning their students.

TABLE 19: INFORMATION ADULT EDUCATION TEACHERS CONSIDER MOST IMPORTANT TO KNOW ABOUT THEIR STUDENTS (N = 769)

Information	Number	% of N
His most pressing needs, interests, goals	152	19.8
Educational Background	100	13.0
Motivation for enrolling	98	12.7
How to keep him motivated	65	8.5
Understanding the student's attitudes and values	64	8.3
Identifying his learning ability level	35	4.6
Other	112	14.6
No response	143	18.6
Total	769	100.0

In answering the same question, adult education directors responded in about the same manner as the teachers. Needs, goals, background, and motivation appear to be most important in Table 20.

TABLE 20: INFORMATION ADULT EDUCATION DIRECTORS CONSIDER MOST IMPORTANT TO KNOW ABOUT THEIR STUDENTS. (N = 106)

Information	Number	% of N
Needs, goals, interests	39	36.8
Background, educational level, ability to communicate	16	15.3
How to motivate the student	10	9.5
How to improve attendance and retention	8	7.6
Other	9	8.4
No response	24	22.4
Total	106	100.0

However, again, about 23 percent of the respondents did not answer the question.

Initial Placement of Students

The ABE teachers indicated that, in most cases, only one person handled initial placement of students. This information, in Table 21, shows that the teacher performs this task alone about one-third of the time. The lack of counselor involvement seems to substantiate the usual feeling that most programs were not large enough to support a counselor for this activity. One-fourth of the teachers apparently did not know who performs the initial placement of students.

TABLE 21: STAFF MEMBER WHO DETERMINES INITIAL STUDENT PLACEMENT AS INDICATED BY ADULT EDUCATION TEACHER. (N = 769)

Staff Member(s)	Number	% of N
Teacher only	265	34.5
Director only	125	16.2
Teacher and Director	23	3.0
Counselor and Director	11	1.4
Teacher and Counselor	26	3.4
Other	126	16.4
No response	193	25.1
Total	769	100.0

As seen in Table 22, three-fourths of the directors indicated that initial placement of students was handled by either the teacher the director, or both. Thirty-seven percent of the placement was accomplished by combinations of one or more staff members, indicating an awareness that one person, alone, should not handle this process. It is significant that only one director did not respond to this question. Although a significantly higher number of directors indicated that placement was performed by a teacher or the director, the lack of responses by teachers makes a comparison difficult.

TABLE 22: STAFF MEMBER WHO DETERMINES INITIAL STUDENT PLACEMENT AS INDICATED BY ADULT EDUCATION DIRECTOR. (N = 106)

Staff Member(s)	Number	% of N
Teacher only	42	39.8
Director only	24	22.6
Teacher and Director	13	12.4
Counselor and Director	5	4.7
Teacher and Counselor	4	3.6
3 or more answers	4	3.6
Other	13	12.4
No response	1	0.9
Total	106	100.0

The techniques used for initial placement of students, according to teachers and directors, are presented in Table 23. The interview played an important part in placement procedures in aoout two-thirds of the programs, whether alone or in combination with other procedures. Commercial test was indicated by a somewhat higher percentage of directors.

The initial placement techniques, according to teachers, by CAMPS areas, are shown in Table 42, Appendix II.

TABLE 23: INITIAL PLACEMENT TECHNIQUES UTILIZED IN ADULT EDUCATION PROGRAMS AS INDICATED BY TEACHERS AND DIRECTORS. (N = 106)

Technique	Number of Teachers	Percent	Number of Directors	Percent
Interview only	292	41.1	28	26.5
Interview and Informal Placement	96	13.5	24	22.6
Informal Placement only	79	11.1	8	7.6
Commercial test only	60	8.5	12	11.3
Commercial test and interview	56	7.9	12	11.3
Three or more combinations	40	5.7	9	8.4
Other	87	12.2	13	12.3
Total	710	100.0	106	100.0

Making Initial Placement More Effective

Adult education directors were asked how they felt initial placement procedures could be improved. Their responses are contained in Table 24.

TABLE 24: ADULT EDUCATION DIRECTORS' PERCEPTION OF IMPROVEMENTS WHICH WOULD MAKE INITIAL PLACEMENT PROCEDURES MORE EFFECTIVE

Method	Number	% of N
A more effective test	28	26.5
Effective as is	19	18.0
Orientation of student to the levels of ABE	7	6.6
More specific questions and knowledge of the adult's background	3	2.8
More funds for administering tests	3	2.8
Conduct a more effective interview	3	2.8
Other	4	3.7
No response	39	36.8
Total	106	100.0

Although over one-third did not seem to know how to improve initial student placement, over one-fourth would have liked to have had a more effective test. However, since there was no way of knowing

which test they were using, the information was somewaht limited. Also, several seemed to feel that their present procedures were already effective.

Adult Education teachers were also asked how they felt initial placement could be improved. Their responses were cross-tabulated with the techniques they were presently using and the data are presented in Table 25.

It was somewhat surprising to note that 114 persons who used the interview desired a more effective testing procedure. Hopefully, a good combination is what is really desired, not replacement of the interview technique. The use of a test in Spanish was also mentioned by some teachers. However, 16 percent of the teachers felt that the technique being used at present was effective.

The techniques used by the adult education teachers to continuously assess the needs and interests of their students are presented in Table 43, Appendix II, by CAMPS Areas. The difference between "informal discussion," "class discussion," and interview was not clear. This could only be clarified through a more in-depth process of acquiring data.

D. In-Service Training Needs and Interests

Extent of Participation in In-Service Training

An attempt was made to determine the extent to which local ABE staff had participated in in-service training activities during the past year. However, since the questionnaire was administered in May,

TABLE 25: IMPROVEMENTS WANTED FOR A MORE EFFECTIVE PLACEMENT PROCESS BY TECHNIQUE CURRENTLY USED. (N = 758)

Improvement Desired	Technique Currently Used							
	N	Commercial Test	Informal Placement	Interview	Commercial Test & Interview	Informal Placement & Interview	Three or More	Other
More effective Testing Procedure	237	21	29	114	17	28	11	17
Effective as is	120	18	13	50	7	18	5	10
More effective Interview	63	11	10	28	1	9	2	2
Provide additional Personnel	31	5	3	11	1	5	2	4
More specific questions	17	0	4	7	2	3	1	0
More background information	12	0	0	7	2	1	1	1
Use a test in Spanish	11	2	4	4	1	1	0	0
Other	80	11	11	31	5	6	10	7
No response	185	38	19	65	20	25	9	9
Total	758	106	86	317	56	96	41	50

only the ten-month period from July 1, 1971 through April 30, 1972, was included.

The extent of participation in in-service training by adult education teachers is shown in Table 26. The information covers a ten-month period only. It does not include that amount of training taken in May or June, 1972. About one-half of the teachers completed from six to twenty hours of training during the period of time indicated. Sixty-four teachers had received over 36 hours of training during this same period of time. However, about one-fourth of the teachers failed to indicate any training.

TABLE 26: EXTENT OF LOCAL IN-SERVICE TRAINING COMPLETED BY ADULT EDUCATION TEACHERS FROM JULY 1, 1972, THROUGH APRIL 30, 1972. (N = 775)

Hours completed	Number	% of N
1 - 5	88	11.7
6 - 10	161	21.4
11 - 15	86	11.4
16 - 20	112	14.9
26 - 30	22	2.9
31 - 35	6	1.0
36 - 40	16	2.1
Over 40	48	6.4
No response	176	22.2
Total	775	100.0

Local ABE directors also indicated the extent of their participation in in-service training. However, as shown in Table 27, the responses were less than gratifying. Even if one assumed that there was no overlap between the categories of "Local In-Service" (one day's duration or less) and "Workshop" (2-5 days in length), only 63 percent would have participated in one or the other during the past year. "No Response" is assumed to indicate that the director did not attend any training of that type.

In addition to the data in Table 27, thirteen directors had attended training institutes of at least one week in length and three directors had attended at least four institutes. Nine directors had enrolled in graduate-level adult education courses.

Rating of Local
In-Service Training

Both adult education directors and teachers were asked to rate the in-service training they had received. Table 28 contains the rati by the teachers. Almost 60 percent rated their training as good or excellent, indicating that most teachers seemed well satisfied with their training. However, it is interesting to note that more teachers rated the training than those who had indicated they had ever received training (see Table 26).

The directors' ratings are shown in Table 29. Their ratings, on a percentage basis, are considerably lower than those of the teachers. Even though 15 percent felt they were unable to rate the training (som

TABLE 27: AMOUNT OF IN-SERVICE TRAINING THAT LOCAL DIRECTORS HAVE HAD IN ADULT EDUCATION. (N = 106)

No. of Hours of Training	No. of Directors	
	Local In-Service	Workshop
1 - 3	8	24
4 - 6	4	7
7 - 9	3	2
10 - 12	4	2
13 - 15	1	0
16 - 18	0	1
19 - 21	0	0
22 - 24	0	2
Over 24	9	0
No response	75	68
Total	106	106

had not participated in any training -- see Table 27), almost 60 percent of the respondents rated the training less than good. Virtually none of the directors rated the training as excellent.

TABLE 28: ADULT EDUCATION TEACHERS' RATINGS OF LOCAL IN-SERVICE TRAINING. (N - 678)

Rating	Number	% of N
Excellent	87	12.8
Good	311	45.9
Fair	207	30.5
Poor	73	10.8
Total	678	100.0

TABLE 29: ADULT EDUCATION DIRECTORS' RATINGS OF LOCAL IN-SERVICE TRAINING. (N - 106)

Rating	Number	% of N
Excellent	4	3.7
Good	25	23.6
Fair	55	51.9
Poor	6	5.7
No response	16	15.1
Total	106	100.0

Ratings by the teachers by CAMPS areas are given in Table 45, Appendix II. The ratings in some areas were somewhat lower than those in other areas.

The reasons most indicated for the ratings given by both directors and teachers, were as follows:

("Poor-Fair")

a. Sessions were too long.

b. Sessions were held at the wrong time.

c. Not enough time spent on basic training.

d. Too general - no specifics covered.

e. Irrelevant material presented.

f. Lack of qualified personnel conducted the training.

g. Not enough guidance from State Agency.

("Good-Excellent")

a. Training fulfilled expressed needs.

b. Teachers shown how to determine students' needs.

c. Training handled by experienced personnel.

d. Results seem to indicate both teachers and students do improve after training.

Training Needs

Each adult education director was asked to indicate five subject-matter areas in which he or she felt a need for more training. These responses are presented in Table 30.

TABLE 30: AREAS IN WHICH ADULT EDUCATION DIRECTORS FEEL THE GREATEST NEED FOR TRAINING

Subject-Matter Area	Number
Recruitment	56
Selecting appropriate instructional materials	53
Discovering needs of students	52
Developing student interest	44
Retention	36
Preparing appropriate instructional materials	35
Understanding the undereducated adult	31
Evaluation, testing	30
Teaching reading skills	22
Counseling of students	19
Administrative practices	19
Development of attitudes and values	18
Record management	10
Using audio-visual aids	9
Teaching speaking skills	8
Teaching arithmetic skills	5
Teaching writing skills	4
Other	3

The same question was given to the teachers in order to determine their training needs. Their responses are shown in Table 31.

TABLE 31: AREAS IN WHICH ADULT EDUCATION TEACHERS FEEL THE GREATEST NEED FOR TRAINING

Subject-Matter Area	Number
Discovering the needs of students	391
Selecting appropriate instructional materials	356
Recruitment	317
Preparing appropriate instructional materials	304
Developing student interest	304
Understanding the undereducated adult	242
Teaching reading skills	240
Evaluation, testing	214
Teaching speaking skills	202
Counseling of students	186
Development of attitudes and values	185
Retention	181
Using audio-visual aids	159
Teaching arithmetic skills	116
Teaching writing skills	98
Administrative practices	84
Record management	62

It was quite interesting to note that when comparing the two tables, the felt needs of both directors and teachers were very similar.

Recruitment, student needs, selecting appropriate materials, and developing student interest were high in both tables. In addition, teaching certain kinds of skills was rated low by both groups.

The felt needs for training by the adult education teachers are given by CAMPS areas in Table 38, Appendix II. This information has been provided primarily for those who plan and implement training programs at the local level. It was hoped that the data would enable teachers to receive the kind of training which was needed at the local level.

E. Higher Education-Related Services

The staff members of the adult education program were interested in determining how the University could be of service to those in local programs. First, teachers were asked to indicate what kinds of courses had been helpful to them in their adult education work. Those responses are presented in Table 32. The most obvious factor was the number in the category, "no response." Perhaps there are few college credit courses which are really helpful to adult education teachers. About one-half of the teachers listed classes in three broad categories, but the specific courses were not identified.

The Adult Education teachers were asked to identify areas, in addition to classes, in which the University could provide services to local programs. As seen in Table 33, the University is considered a source of general information and training. However, 35 percent of those who responded to the questionnaire did not want assistance or did not know what kind of assistance they wanted from the University staff.

TABLE 32: COLLEGE CREDIT COURSE-AREAS WHICH HAVE BEEN HELPFUL TO ADULT EDUCATION TEACHERS. (N =774).

Course-Areas	Number	Percent
Elementary Education	163	21.1
Psychology, Sociology	140	18.1
Reading, English, History, Art	118	15.2
Math and Science	48	6.2
Diagnostic and Remedial Treatment	22	2.8
Counseling and Administration	20	2.6
Other	43	5.6
No response	220	28.4
Total	774	100.0

TABLE 33: AREAS IN WHICH ADULT EDUCATION TEACHERS WANT HELP OR TRAINING FROM TEXAS A&M UNIVERSITY ADULT EDUCATION STAFF MEMBERS. (N = 774)

Areas in Which Help or Training is Wanted	Number	Percent
Providing general information, materials, and resources	193	26.5
Providing courses in ABE	98	12.7
How to teach adults-methods, etc.	61	7.9
Workshops, in-service training	54	7.0
Teach how to motivate people	27	3.5
Administer G.E.D. tests	12	1.5
Other	46	5.9
No response	276	35.0
Total	774	100.0

TABLE 34: AREAS IN WHICH ADULT EDUCATION DIRECTORS WANT HELP OR TRAINING FROM THE TEXAS A&M UNIVERSITY ADULT EDUCATION STAFF

Areas in which Help or Training is Wanted	Number	Percent
Providing general information, materials, and resources	25	23.6
Providing courses in ABE	16	15.1
Workshops, in-service training	10	9.5
Recruitment	2	1.9
Develop a test for adults	1	.9
Funding	1	.9
Other	3	2.8
No response	48	45.3
Total	106	100.0

Local directors' indications of the kind of assistance they desired from the University are contained in Table 34. Their responses were similar to those of the teachers except that an even larger percentage was uncertain what kind of services they desired.

In scheduling classes at one of the Texas A&M University off-campus resident centers, the university staff must know, to the extent possible, (1) how far teachers and directors are willing to drive to attend classes and (2) what kind of schedule they prefer. The distances teachers and directors were willing to drive to attend classes are shown in Tables 35 and 36. In both tables, 60 miles

(one-way) seemed to be the maximum diatance although over 50 percent of the teachers indicate 30 miles to be the maximum. However, only 70 percent of the teachers responded to the question (N = 554) whereas only 63 percent of the directors responded.

TABLE 35: DISTANCES ADULT EDUCATION TEACHERS ARE WILLING TO TRAVEL FOR A GRADUATE COURSE IN ADULT EDUCATION*

Miles	Number	Percent
1 - 15	110	20.0
16 - 30	175	31.6
31 - 45	46	8.3
46 - 60	139	25.0
61 - 75	23	4.8
76 - 90	18	3.2
91 - 105	28	5.5
106 - 120	4	0.2
Over 120	11	1.4
Total	554	100.0

*One-way travel

TABLE 36: DISTANCE ADULT EDUCATION DIRECTORS ARE WILLING TO TRAVEL FOR A GRADUATE COURSE IN ADULT EDUCATION.* (N = 106)

Miles	Number	% of N
1 - 15	5	4.7
16 - 30	13	12.4
31 - 45	5	4.7
46 - 60	23	21.7
61 - 75	2	1.9
76 - 90	6	5.7
91 - 105	9	8.4
Over 105	4	3.7
No response	39	36.9
Total	106	100.0

*One-way travel

Table 37 contains data pertaining to how often the adult education teachers prefer to attend classes. Saturday appeared to be a desirable time although "at night, weekly" was also chosen by over one-fifth of the teachers. Another one-fifth seemed to indicate that almost anytime was acceptable.

TABLE 37: FREQUENCY WITH WHICH ADULT EDUCATION TEACHERS WOULD LIKE TO TAKE COURSES

Frequency	Number of Teachers	% of N
At night, weekly	135	21.8
Saturday morning weekly	117	19.1
Saturday every two weeks	124	20.0
Saturday every three weeks	82	13.1
Night once every two weeks	28	4.5
Night once every three weeks	15	2.4
Any of three of the above	116	19.1
Total	625	100.0

IMPLICATIONS

Based upon the responses to this study, the preceding data seem to have the following implications relative to the adult education program in Texas:

1. Few of the local program staff have received any formal training (other than institutes) in the area of adult education. However, the level of formal education attained is, in most cases, beyond the Bachelor's degree.
2. Many local directors are not in the adult education program by choice. It can be assumed that a few of these individuals are not happy working with adults, but some indicate a general enjoyment working in the program.
3. The dedication of many teachers is supported by the number of non-paid hours which they give to adult education. This aspect of the program is most gratifying and administrative staff at all levels should be proud of this achievement.
4. The program in Texas is beginning to move toward developing a cadre of full-time adult education personnel. Slightly over twenty percent of the programs represented by the participants in this study offer more than thirty hours of instruction per month.
5. Better organization is needed in some local programs in order that teachers can spend more time teaching. Perhaps an intensive study of local organizations would indicate how both teachers and directors could utilize their time more effectively. A discrepancy seems to exist among local programs as to how time is now spent.

6. In many cases, there is coordination of efforts among local staff members in serving the student. However, in some programs, the teacher receives little or no help in placement, counseling, and all other areas of endeavor. In some instances, there seems to be uncertainty as to what one's role in the adult education program really is.
7. Most local staff members are concerned about tests and testing procedures. They are not satisfied with the present situation and desire improvements in this area of their work.
8. There is a wide discrepancy in participation in in-service training. A substantial number of local staff members seem not to participate at all whereas others devote a great amount of time to professional improvement in adult education.
9. A significant number of local staff members were not satisfied with the in-service training they have received. Their comments and recommendations should be considered by those who plan future in-service training programs in Texas.
10. Both teachers and directors have definite feelings about their specific needs in future training. Those needs should be met as quickly as possible in order to improve the competence of local staff members.
11. Nearly 30 percent of the teachers who responded were 30 years old or younger. Approximately the same percent had taken no graduate level courses. Both items seem to indicate the need for training in Adult Education at the undergraduate level.

APPENDIX I.

CODE TO CAMPS AREA IDENTIFICATION

CAMPS Area	Counties Within CAMPS Area
1 - ALAMO	Atascosa, Bandera, Bexar, Comal, Dimmit, Edwards, Frio, Gillespie, Gonzales, Guadalupe, Karnes, Kendall, Kerr, Kimble, Kinney, La Salle, Mason, Maverick, Medina, Real, Uvalde, Val Verde, Wilson, and Zavala.
2 - BRAZOS VALLEY	Brazos, Burleson, Grimes, Leon, Madison, Robertson, and Washington.
3 - CAPITOL	Bastrop, Blanco, Burnet, Caldwell, Fayette, Hays, Lee, Llano, Travis, and Williamson.
4 - CENTRAL TEXAS	Bell, Bosque, Coryell, Falls, Freestone, Hamilton, Hill, Lampasas, Limestone, McLennan, Milam, and Mills.
5 - COASTAL BEND	Aransas, Bee, Brooks, Duval, Jim Wells, Kenedy, Kleberg, Live Oak, McMullen, Nueces, Refugio, and San Patricio.
6 - CONCHO VALLEY	Coke, Concho, Crockett, Irion, McCulloch, Menard, Reagan, San Saba, Schleicher, Sterling, Sutton, and Tom Green.
7 - EAST TEXAS	Anderson, Camp, Cherokee, Gregg, Harrison, Henderson, Marion, Panola, Rains, Rusk, Smith, Upshur, Van Zandt, and Wood.
8 - GULF COAST	Austin, Brazoria, Chambers, Colorado, Fort Bend, Galveston, Harris, Liberty, Matagorda, Montgomery, Walker, Waller, and Wharton.
9 - GOLDEN CRESCENT	Calhoun, Dewitt, Goliad, Jackson, Lavaca, and Victoria.
10 - LOWER RIO GRANDE VALLEY	Cameron, Hidalgo, and Willacy.
11 - NORTH CENTRAL - (Fort Worth)	Erath, Fort Worth, Hood, Johnson, Palo Pinto, Parker, Somerville, Tarrant, and Wise.

CAMPS Area	Counties Within CAMPS Area
12 - NORTH TEXAS	Archer, Baylor, Childress, Clay, Cottle, Foard, Hardeman, Jack, Montague, Wichita, Wilbarger, and Young.
13 - NORTH EAST TEXAS	Bowie, Cass, Delta, Franklin, Hopkins, Lamar, Morris, Red River, and Titus.
14 - NORTH CENTRAL - (DALLAS)	Collin, Cooke, Dallas, Denton, Ellis, Fannin, Grayson, Hunt, Kaufman, Navarro, and Rockwall.
15 - PANHANDLE - (AMARILLO)	Armstrong, Briscoe, Carson, Castro, Collingsworth, Dellam, Deaf Smith, Donely, Gray, Hall, Hansford, Hartley, Hemphill, Hutchinson, Lipscomb, Moore, Ochiltree, Oldham, Parmer, Potter, Randall, Roberts, Sherman, Swisher, and Wheeler.
16 - PERMIAN BASIN	Andrews, Borden, Crane, Dawson, Ector, Gaines, Glasscock, Howard, Loving, Martin, Midland, Pecos, Reeves, Terrell, Upton, Ward, and Winkler.
17 - SOUTHERN HIGH PLAINS	Bailey, Cochran, Crosby, Dickens, Floyd, Garza, Hale, Hockley, King, Lamb, Lubbock, Lynn, Motley, Terry, and Yoakum.
18 - SOUTH EAST TEXAS	Jefferson and Orange.
19 - SOUTH TEXAS	Jim Hogg, Starr, Webb, and Zapata.
20 - UPPER RIO GRANDE VALLEY	Brewster, Culberson, Hudspeth, Jeff Davis, and Presidio. El Paso
21 - WEST CENTRAL TEXAS	Brown, Callahan, Coleman, Comanche, Eastland, Fisher, Haskell, Jones, Kent, Knox, Mitchell, Nolan, Runnels, Scurry, Shackelford, Stephens, Stonewall, Taylor, and Throckmorton.
22 - DEEP EAST TEXAS	Angelina, Hardin, Houston, Jasper, Nacogdoches, Newton, Polk, Sabine, San Augustine, San Jacinto, Shelby, Trinity, and Tyler.

APPENDIX II.

ANALYSIS OF DATA BY CAMPS AREAS.

TABLE 38: THE AGE LEVEL OF ADULT EDUCATION TEACHERS BY CAMPS AREAS. (N = 720)

Age Level	CAMPS Areas											
	N	1	2	3	4	5	6	7	8	9	10	11
15-22	24	7	0	2	4	0	0	0	5	0	1	0
23-30	183	36	3	2	3	9	2	2	17	2	33	5
31-38	141	17	3	2	3	18	3	2	26	2	15	6
39-46	133	18	6	1	9	6	3	4	17	2	11	8
47-54	107	20	2	4	4	5	2	3	14	2	6	4
55-62	78	18	0	0	7	8	2	0	11	5	6	1
63-70	38	11	1	0	2	3	4	1	1	0	3	0
71-78	13	9	0	0	0	0	0	0	1	0	0	0
79-86	3	3	0	0	0	0	0	0	0	0	0	0
Total	720	139	15	11	32	49	16	12	92	13	75	24

	12	13	14	15	16	17	18	19	20	21	22
15-22	0	0	2	0	0	2	1	0	0	0	0
23-30	0	2	20	0	3	8	6	8	11	3	8
31-38	1	2	12	2	5	6	5	3	3	4	1
39-46	2	4	9	2	3	6	5	4	5	4	4
47-54	0	5	12	2	1	4	2	2	2	4	7
55-62	0	1	1	1	1	2	2	2	1	5	4
63-70	0	1	4	0	1	0	0	0	0	2	4
71-78	0	1	0	0	0	0	0	0	1	0	0
79-86	0	0	0	0	0	0	0	0	0	0	0
Total	3	16	60	7	14	28	22	19	23	22	28

TABLE 39: EDUCATIONAL LEVEL ATTAINED BY ADULT EDUCATION TEACHERS BY CAMPS AREAS. (N = 743)

Level of Education	CAMPS Areas											
	N	1	2	3	4	5	6	7	8	9	10	11
High School	19	7	0	0	3	1	0	0	0	0	0	1
Some College	65	27	1	2	5	4	0	0	3	0	3	3
Bachelor's	143	25	3	1	7	11	2	3	10	2	28	4
Bachelor's+	258	49	4	8	4	19	7	4	31	8	36	7
Master's	91	13	3	0	2	6	0	2	16	3	8	2
Master's+	154	20	5	0	9	9	7	3	30	1	4	7
Doctor's	13	2	0	0	2	0	0	0	5	0	0	0
Total	743	143	16	11	32	50	16	12	95	14	79	24

	12	13	14	15	16	17	18	19	20	21	22
High School	0	0	3	0	0	1	1	0	2	0	0
Some College	0	2	6	0	0	3	1	0	1	0	4
Bachelor's	0	1	13	1	7	5	2	4	5	3	6
Bachelor's+	1	5	15	3	2	12	7	6	11	10	9
Master's	1	4	8	2	6	2	2	2	1	1	7
Master's+	2	5	17	1	2	5	8	6	3	8	2
Doctor's	0	1	0	0	1	0	1	1	0	0	0
Total	4	18	62	7	18	28	22	19	23	22	28

TABLE 40: PAID AND NON-PAID HOURS WORKED PER WEEK BY ADULT EDUCATION TEACHERS BY CAMPS AREAS

Hours	CAMPS Areas											
	N	1	2	3	4	5	6	7	8	9	10	11
1-5												
Paid	452	82	4	9	11	34	1	13	26	10	62	20
Non-paid	126	50	3	3	9	4	0	5	7	1	9	1
6-10												
Paid	172	14	11	0	11	9	11	0	45	3	17	4
Non-paid	18	9	0	1	2	0	0	0	1	0	1	0
Over 10												
Paid	62	10	1	2	0	8	3	0	17	1	3	1
Non-paid	2	0	0	0	0	0	0	0	0	0	0	1
Total												
Paid	686	106	16	11	22	51	15	13	98	14	82	25
Non-paid	146	59	3	4	11	4	0	5	8	1	10	2

	(CAMPS Areas)										
	12	13	14	15	16	17	18	19	20	21	22
1-5											
Paid	2	11	53	3	7	20	15	8	23	23	30
Non-paid	0	6	5	0	2	5	2	3	2	1	8
6-10											
Paid	0	5	9	4	10	8	4	9	1	0	1
Non-paid	0	0	0	0	2	0	0	1	0	1	0
Over 10											
Paid	2	2	3	0	1	2	4	2	0	0	0
Non-paid	0	0	0	0	0	0	0	0	0	0	1
Total											
Paid	4	18	65	7	18	30	23	19	24	23	30
Non-paid	0	6	5	0	4	5	2	4	2	2	9

TABLE 41: AVERAGE SIZE OF ADULT EDUCATION CLASSES BY CAMPS AREAS. (N = 732)

Average Number of Students	N	CAMPS Areas 1	2	3	4	5	6	7	8	9	10	11
1- 5	53	20	1	2	3	5	2	1	4	0	2	0
6-10	214	39	1	4	10	20	5	2	30	5	15	11
11-15	234	36	9	[illegible]	11	14	2	2	32	4	32	6
16-20	103	15	2	[illegible]	3	6	2	1	12	1	14	3
21-25	44	8	1	0	1	3	1	1	8	1	5	1
26-30	27	6	1	1	2	1	1	1	1	1	2	1
31-35	4	1	0	0	0	0	0	0	1	0	2	0
36-40	10	4	0	0	0	0	0	0	1	1	3	0
Total	732	132	15	11	30	50	13	11	90	13	75	23

	12	13	14	15	16	17	18	19	20	21	22
1- 5	0	1	3	0	2	3	0	0	1	1	2
6-10	1	6	13	3	7	14	9	3	1	10	5
11-15	3	5	27	2	3	6	4	5	12	6	9
16-20	0	1	11	1	2	3	6	5	6	2	7
21-25	0	3	2	1	2	0	2	1	2	0	1
26-30	0	0	2	0	1	0	0	4	1	1	0
31-35	0	0	0	0	0	0	0	0	0	0	0
36-40	0	0	0	0	0	0	0	1	0	0	0
Over 40	0	0	2	0	0	0	0	0	0	0	2
Total	4	16	60	7	17	26	21	19	23	20	26

TABLE 42: INITIAL PLACEMENT TECHNIQUES UTILIZED IN ADULT EDUCATION PROGRAM AS INDICATED BY TEACHERS BY CAMPS AREAS. (N = 710)

Techniques	CAMPS Areas											
	N	1	2	3	4	5	6	7	8	9	10	11
Interview only	292	57	1	6	6	27	10	4	28	2	39	13
Interview and informal placement	96	9	1	0	5	7	4	1	9	0	4	4
Informal placement only	79	10	4	2	2	7	1	1	12	1	10	2
Commercial test only	60	13	5	1	3	2	1	1	11	4	5	0
Commercial test and interview	56	9	1	0	6	0	0	4	10	5	4	1
Three or more combinations	40	11	0	1	6	1	0	0	8	1	0	1
Interview and other	22	8	1	0	1	1	0	0	2	0	4	0
Commercial test and inf. placement	18	2	1	0	1	2	0	0	5	0	3	0
Other	47	9	1	1	1	1	0	0	6	1	10	2
Total	710	128	15	11	31	48	16	11	91	14	79	23

Table 42: (Page Two)

Techniques	N	CAMPS Areas 12	13	14	15	16	17	18	19	20	21	22
Interview only	292	3	5	29	3	4	4	8	4	12	16	11
Interview and informal placement	96	1	2	22	1	5	4	6	2	1	1	7
Informal placement only	79	0	1	5	2	3	1	1	2	6	0	6
Commercial test only	60	0	3	2	0	1	3	1	2	0	1	1
Commercial test and interview	56	0	4	1	0	0	7	1	2	0	0	1
Three or more	40	0	1	1	0	0	4	1	2	1	1	0
Interview and other	22	0	0	1	0	0	1	1	0	1	1	0
Commercial test and inf. placement	18	0	0	1	0	0	1	1	1	0	0	0
Other	47	0	1	0	0	4	3	1	3	0	1	2
Total	710	4	17	62	6	17	28	21	18	21	21	28

TABLE 43: TECHNIQUES USED BY ADULT EDUCATION TEACHERS TO CONTINUOUSLY ASSESS THE NEEDS AND INTEREST OF THEIR STUDENTS BY CAMPS AREAS. (N - 744)

Techniques	CAMPS Areas											
	N	1	2	3	4	5	6	7	8	9	10	11
Informal Discussion	122	25	4	5	6	7	3	2	12	5	13	1
By watching and observing their progress	96	18	1	0	5	6	2	1	9	1	9	7
Testing-evaluation	85	22	1	1	8	1	0	1	13	1	7	2
Class discussion	90	9	2	0	3	10	0	0	11	0	17	4
Interview	91	18	3	3	3	7	3	1	8	1	9	3
Ability to perform independent study	34	6	3	2	1	5	0	3	6	0	0	0
Counseling	30	7	0	0	0	0	4	0	6	1	1	0
Observation of most progressive students	24	0	0	0	0	0	1	0	10	0	2	0
Other	78	19	1	0	5	7	2	2	12	1	6	3
No response	94	19	0	0	1	7	1	2	9	4	15	4
Total	744	143	15	11	32	50	16	12	96	14	79	24

Table 43: ((Page Two)

Techniques	CAMPS Areas										
	N	12	13	14	15	16	17	18	19	20	21	22
Informal discussion	122	0	3	9	1	6	3	5	0	6	4	2
By watching and observing their progress	96	2	4	6	1	3	4	4	3	1	4	5
Testing evaluation	85	0	2	8	2	2	3	1	5	4	1	0
Class discussion	90	0	1	11	1	2	10	0	4	0	2	3
Interview	91	2	1	10	1	1	3	4	2	1	4	3
Ability to perform independent study	34	0	1	2	0	0	0	1	0	3	1	0
Counseling	30	0	1	1	0	1	1	2	0	2	3	0
Observation of most progressive students	24	0	0	0	1	0	0	0	0	1	0	9
Other	78	0	1	8	0	1	3	2	1	1	2	1
No response	94	0	4	7	0	2	1	3	4	4	1	6
Total	744	4	18	62	7	18	28	22	19	23	22	29

TABLE 44: EXTENT OF IN-SERVICE TRAINING COMPLETED BY TEACHERS BETWEEN JULY 1, 1971, AND APRIL 30, 1972, BY CAMPS AREAS

Hours of Training	CAMPS Areas											
	N	1	2	3	4	5	6	7	8	9	10	11
1 - 5	88	17	1	1	4	16	0	1	22	0	7	1
6 - 10	161	36	0	4	6	14	11	5	14	4	26	7
11 - 15	86	14	1	2	7	0	1	0	19	0	5	3
16 - 20	112	11	8	1	6	6	0	0	8	4	16	7
21 - 25	46	1	0	1	0	6	0	1	3	2	6	0
26 - 30	22	4	0	0	0	0	0	0	1	0	2	0
31 - 35	6	2	0	0	0	0	0	0	0	0	0	0
36 - 40	16	0	0	0	1	4	0	0	2	1	2	1
Over 40	48	5	4	0	2	1	0	0	3	0	1	3
Total	564	90	14	8	26	41	12	7	72	11	65	22

Table 44: (Page Two)

Hours of Training	CAMPS Areas											
	N	12	13	14	15	16	17	18	19	20	21	22
1 - 5	88	2	1	1	0	1	5	4	0	0	3	1
6 - 10	161	1	5	6	2	2	4	2	3	3	4	2
11 - 15	86	0	2	4	3	2	5	2	4	4	8	0
16 - 20	112	0	1	15	1	5	6	4	2	5	4	2
21 - 25	46	0	0	18	0	0	2	9	1	1	0	0
26 - 30	22	0	1	3	0	1	1	1	1	3	0	4
31 - 35	6	0	0	0	0	1	0	0	1	2	0	0
36 - 40	16	0	0	1	0	1	0	0	0	0	0	3
Over 40	48	0	2	0	0	1	0	0	6	3	1	1
Total	564	3	12	48	6	14	23	21	16	20	20	13

TABLE 45: ADULT EDUCATION TEACHERS RATINGS OF LOCAL IN-SERVICE TRAINING BY CAMPS AREAS

Rating	Camp's Areas										
	N	1	2	3	4	5	6	7	8	9	10	11
Excellent	87	15	4	1	5	6	3	0	13	3	8	3
Good	311	45	10	2	13	17	8	3	35	3	33	7
Fair	207	44	1	4	10	18	3	5	25	2	27	11
Poor	73	11	0	0	1	8	0	3	17	4	10	2
Total	678	115	15	7	29	49	14	11	90	12	78	23

	12	13	14	15	16	17	18	19	20	21	22
Excellent	0	3	7	3	2	1	3	3	1	1	2
Good	2	7	27	3	12	14	17	10	12	14	17
Fair	1	2	18	1	2	10	3	2	9	5	4
Poor	0	2	6	0	1	2	0	3	1	1	1
Total	3	14	58	7	17	27	23	18	23	21	24

TABLE 46: AREAS IN WHICH ADULT EDUCATION TEACHERS FEEL THE GREATEST NEED FOR TRAINING BY CAMPS AREAS

Areas of Training	Camps Areas											
	N	1	2	3	4	5	6	7	8	9	10	11
Discovering the needs of students	391	67	9	5	22	32	6	8	47	5	42	11
Selecting appropriate instructional materials	356	68	6	3	13	25	6	5	46	3	41	12
Recruitment	317	45	6	1	11	25	10	6	42	9	27	15
Preparing appropriate instructional materials	304	64	5	4	16	14	6	6	37	3	31	10
Developing student interest	304	53	3	4	18	23	3	2	35	8	30	6
Understanding the under-educated adult	242	34	7	4	12	16	4	5	37	5	21	3
Teaching reading skills	240	46	4	3	11	16	4	3	26	3	31	7
Evaluation, testing	214	39	3	1	8	16	7	2	28	2	26	6
Teaching speaking skills	202	38	2	4	6	7	1	3	26	1	34	5
Counseling students	186	31	6	5	9	8	5	2	21	3	22	3
Development of attitudes and values	185	21	7	2	9	13	3	4	25	5	15	2
Retention	181	20	1	6	5	15	3	5	18	9	16	6
Using audio- visual aids	159	38	4	2	4	6	4	2	15	2	13	7
Teaching arithmetic skills	116	19	4	2	6	7	4	1	10	2	6	8
Teaching writing skills	98	18	1	2	1	3	1	3	14	0	14	3
Administrative practices	84	14	3	0	4	5	3	2	11	2	5	3
Record management	62	6	3	0	1	1	1	1	12	1	8	2

Table 46: (Page Two)

Areas of Training	Camps Areas											
	N	12	13	14	16	16	17	18	19	20	21	22
Discovering the needs of students	391	0	8	28	5	11	14	8	9	8	13	15
Selecting appropriate instructional materials	356	3	9	23	6	8	16	7	8	9	9	10
Recruitment	317	3	8	31	1	12	14	17	7	6	11	9
Preparing appropriate instructional materials	304	1	7	17	3	9	10	6	8	10	10	9
Developing student interest	304	0	8	32	2	7	9	5	8	5	7	15
Understanding the under-educated adult	242	0	6	24	1	7	6	8	8	4	6	13
Teaching reading skills	240	0	5	16	5	6	5	5	8	9	6	9
Evaluation, testing	214	0	4	8	3	8	9	6	1	6	4	10
Teaching speaking skills	202	1	2	14	2	4	7	6	8	15	5	8
Counseling students	186	0	3	22	2	2	7	5	6	7	6	5
Development of attitudes and values	185	0	8	17	0	1	6	6	5	4	4	8
Retention	181	2	8	17	0	3	10	6	2	7	11	4
Using audio-visual aids	159	0	4	16	1	3	5	5	2	6	6	9
Teaching arithmetic skills	116	0	4	12	1	3	6	1	3	3	2	9
Teaching writing skills	98	0	1	6	1	1	3	5	3	6	2	4
Administrative practices	84	2	1	4	0	2	3	6	3	2	1	3
Record management	62	2	2	6	1	0	1	2	3	1	1	3

APPENDIX III.

QUESTIONNAIRE

1. Age:_____ Sex: Male_____ Female_____ (Please check)

2. Please indicate your highest educational level by checking one of the following:

_____a. High School _____c. Bachelor's _____e. Master's _____g. Doctor's

_____b. Some College _____d. Bachelor's Plus _____f. Master's Plus

3. What was your major? Undergraduate_____ Graduate_____

4. What is your total number of years of teaching experience in:

_____a. Adult Education _____d. High School _____g. None

_____b. Elementary _____e. College

_____c. Jr. High School _____f. Other (Please specify)

5. How many hours per week do you teach in the Adult Education Program?

_____a. Paid hours _____b. Non-paid hours

6. Please indicate the ethnic group to which you belong.

_____a. Anglo _____c. Mexican American _____e. Other (Please specify)

_____b. Negro _____d. American Indian

7. What is the name of your school district?_____

8. Have you received any training specifically in Adult Education?

Number	Non-credit	Credit(No. of hours)
_____a. Local in-service	_____	_____
_____b. Workshop (two to five days)	_____	_____
_____c. Institute (Maximum three weeks)	_____	_____
_____d. Graduate course	_____	_____

_____e. Other (Please specify)_____

_____

9. Which of the following fund the program you teach in:

_____a. Adult Basic Education
_____b. Manpower Development Training Act
_____c. Work Incentive Program
_____d. Other (Please specify)_____

10. Why did you become an Adult Education Instructor?_____

11. What has been the average number of students attending your adult classroom meetings during this school year? _____

12. Primarily who determines initial placement of Adult Education students?

_____a. Teacher
_____b. Teacher-Aid (para-professional)
_____c. Counselor
_____d. Administrator
_____e. Other (Please specify)_____

13. What technique(s) is used for initial placement?

_____a. Commercial test; test name_____
_____b. Informal placement (Teacher made device); describe_____
_____c. Interview
_____d. Other (Please specify)_____

14. How could this placement process be made more effective?_____

15. Within your teaching responsibilities, how do you continually assess the needs and interests of your Adult Education students?_____

16. How many hours of local inservice training have you completed since July 1, 1971? _____

17. How would you rate the present local inservice training program in relation to satisfying your teaching needs?

_____a. Poor _____b. Fair _____c. Good _____d. Excellent

Why? _____

_____

18. Which areas in Adult Education do you feel you need more training? Check the five most important areas.

_____a. Record Management
_____b. Discovering needs of students
_____c. Teaching arithmetic skills
_____d. Recruitment
_____e. Evaluation, testing
_____f. Teaching writing skills
_____g. Preparing appropriate instructional materials
_____h. Using audio visual aides
_____i. Teaching speaking skills
_____j. Selecting appropriate instructional materials
_____k. Retention
_____l. Teaching reading skills
_____m. Developing student interest
_____n. Administrative practices
_____o. Development of attitudes and values
_____p. Counseling of students
_____q. Understanding the undereducated adult
_____r. Other (Please specify)_____

19. Please rank in order of importance the five areas checked in the previous question (place letter of area in appropriate blank)

_____1. _____2. _____3. _____4. _____5.

20. What is the most important information you would like to know concerning your Adult Education student? _____

_____

21. Since July 1, 1971, what percent of your time (include non-paid) in Adult Education has been devoted to the following: (based on a 100%)

_____% Testing students for placement
_____% Testing students for advancement
_____% Selecting materials
_____% Office duties (records, etc.)
_____% Follow up of graduates
_____% Teaching
_____% Counselor
_____% Recruitment of students
_____% Other (Please specify)_____
100 % Total

22. What college credit courses have you taken that have been helpful in teaching in the Adult Education Program?_____

_____

_____

23. What kinds of training do you feel would be most beneficial to you in teaching Adult Education students?_____

_____

_____

24. What would be the maximum number of miles (one way) you would be willing to drive to attend a graduate credit course in Adult Education?

Number of miles

once a week

_____night

or

_____Saturday

_____once every two weeks

_____once every three weeks

25. How do you feel a University Staff can be of most assistance to you?

_____

_____

_____

_____

*Please detach cover letter before returning.